

ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue XLVIII, November 2018



OSA/OEA Updates...

Note from the Assessment Director



Welcome to the November Newsletter edition! We are gearing up with preparation work for various assessments during this time. As in previous years, the test window for ACCESS for ELLs 2.0 will begin in December followed by the ACT testing date in late February, Forward Exam and DLM assessment in March, and ACT ASPIRE in April. We will be announcing the availability of the assessment manuals and trainings through weekly DAC Digest and the specific assessments' calendar webpages in the coming months as they become available.

Many thanks to the Wisconsin educators for your participation in the Forward Exam Item Reviews, ACT Alignment Study, Specifications development, Cut score validation, and the Performance Level Descriptor Workshops. Statewide educator involvement is important for continuous improvement of our assessment system and educator professional development.

Thanks to all of you for your attention to the information in the DAC Digests and your participation in the OSA Office Hours.

Viji Somasundaram

Director, Office of Student Assessment (OSA)



OSA Calendar...

Important Dates

2018	
November 13	ACCESS WIDA AMS test session setup opens
November 14	Forward technology coordinator training Webinar
November 29	ACCESS - Districts receive test materials, Additional Materials Orders open
November 29	ACT test administration Q&A training session #1
December	NAEP pre-assessment tasks completed by schools on MyNAEP
Early December	NAEP field staff representatives will contact schools
December 3	ACCESS for ELLs window opens
2019	
January	NAEP pre-assessment tasks completed by schools on MyNAEP
January 7-11	Aspire portal rollover
January 10	ACT deadline for district to ensure SIS is up-to-date for grade 11 students
January 11	ACT/WorkKeys DPI submits student data ACT deadline to submit accommodation requests in TAA WorkKeys deadline to place orders for accommodated materials
January 16	Forward - DTC Training/Q&A Webinar
January 23	Forward - DPI submits student data for upload to Forward portal
January 28	Forward - DAC training presentations posted
January 28 - March 8	NAEP window (for selected schools only)
February 1	ACCESS for ELLs window closes
February 4	Forward - Test Administrator training presentation posted
February 8	ACCESS - all materials due back to DRC
February 11-22	Forward - Optional Add Accessibility Features window in eDIRECT
February 20	ACT with writing - grade 11
February 20 - March 6	ACT with writing - grade 11 for students with accommodations
February 21	ACT WorkKeys - grade 11
February 21 - March 7	ACT WorkKeys - grade 11 for students with accommodations
March 12	ACT with writing - grade 11 makeup day
March 12 - 18	ACT with writing - grade 11 makeup testing for students with accommodations
March 13	ACT WorkKeys - grade 11 makeup day
March 13-19	ACT WorkKeys - grade 11 makeup testing for students with accommodations
March 18 - May 3	Forward - ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 18 - May 3	DLM - ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 8- May 10	ACT Aspire grades 9-10

Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.

Forward Exam Update



The 2018-19 Forward Exam Accessibility Guide was released at the end of September. [The Accessibility Guide](#) provides information about the universal tools available to all students, and the designated supports and

accommodations that are available for those students who need them during the administration of the Forward Exam. The guide includes descriptions of each accessibility feature and guidelines for their use. Please be sure to get a copy of this updated resource into the hands of your classroom teachers and IEP/504 teams. Updates to the guide include:

- The “Text to Speech (TTS)” accommodation (only for newly blind students) is no longer available. The human “Read Aloud” accommodation is still available via Request Form.
- “Read Aloud in Spanish” is a new designated support.

See the guide for more information about both changes.

DRC assigned DACs permission to access the 2019 eDIRECT portal on November 9. DACs do not need to assign permissions until January or February 2019. Information about how to assign users will be available in the eDIRECT Guide available in January 2019. A District Technology Coordinator (DTC) can call the DRC Helpdesk if they need permissions in November. DACs should ensure they are assigning the correct level of permissions to only those individuals who need access to the portal. For security purposes, be sure to refer to the User Roles and Permissions Matrix in the eDIRECT Guide when making these assignments. DACs are responsible for assigning 2019 permissions for School Assessment Coordinators (SACs) and new DTCs. They must also remove permissions from (make inactive) any individuals in eDIRECT who are no longer employed by the district, and adjust user roles to sync with staff changes.

[Register now for the 2018-19 Technology Training webex](#). This training is intended for (DTCs) and any other technology staff that will be assisting in the setup, configuration, and monitoring of technology for the Spring 2019 administration of the Forward Exam. The training will include:

- An overview of software and configurations
- What's new and different for the Spring 2019 administration
- Overview of Central Office and migrating from TSM
- Where to download the testing software
- How to configure the testing software on all device types

DTCs will also have the opportunity to ask questions related to the Forward Exam software and technology. The training will be recorded and posted on the [Forward Exam Technology Requirements and Resources web page](#).

The Technology User Guide and the Technology Readiness Resources will be available on November 13, on the [Forward Exam Technology Requirements and Resources web page](#).

Based on feedback received in the 2017-18 End of Testing Survey, OSA will combine the eDIRECT Guides into one manual (as opposed to two) with user, student, and test management information all in one place. Also, the DAC/SAC Guide will be incorporated into the Test Administration Manual (TAM) consolidating the information in one place.

The DAC Forward Exam Trainings will be posted on the Forward Exam Trainings webpage as recorded presentations, with follow-up Q&A sessions offered, the last week of January. There will be one presentation specifically for new DACs, and another presentation with updates only, targeted toward more experienced DACs. A Test Administrator Training will also be available online as a recorded presentation, with follow-up Q&A sessions, first week of February. More information will be available in the DAC Digest as these dates approach.

The [Forward Exam calendar webpage](#) has been updated with the 2018-19 test administration timeline/key dates. Be sure to refer back to the calendar webpage regularly for any updates.

ACT High School Assessments Update



In 2019, the initial ACT state test date is a Wednesday and the initial test date for

WorkKeys is a Thursday. School test coordinators must manage their school's test participation by selecting the correct testing and shipping dates in the PANext test administration portal. This is critical because ACT and WorkKeys test materials are specific to each test date and can only be used for one test date (or test window in the case of accommodations materials).

Schools and districts may choose to administer WorkKeys school-wide on the initial test day (February 21) or the makeup day (March 13). Test coordinators will need to make a manual selection in PearsonAccessNext (PANext) in order to have materials shipped for the correct test date; materials for the Feb 21 WorkKeys test date cannot be used on March 13.

ACT has made available **free test preparation services** for all students. Links to practice tests and exemplar items for ACT, WorkKeys, and ACT Aspire can be found at the [DPI ACT Practice Tests/Sample Items website](#). Alternate format practice tests may be ordered using the [Order Form for Alternate Format Practice Tests](#). ACT has also launched free, personalized test preparation through the [ACT Academy](#). ACT Academy is free to all students. Having an account allows students to track their progress and keep moving forward in their test preparation. Short quizzes are designed to help students identify the content they have mastered and to clarify areas where more focus is needed. ACT Academy creates automated daily playlists to cover the basic lessons each student needs to master the ACT. After each lesson, a short quiz will determine if the resources given helped the student learn the material. [Here is a video to share with students](#) about the ACT Academy.

The window is now open for schools to **submit requests for ACT accommodations**. IEP teams make the determinations on whether students with

disabilities will participate in the ACT with or without Local Arrangements and/or Accommodations. Local Arrangements are approved by the school test coordinator and do not require an advance request to ACT. Accommodations require a request in advance along with supporting documentation. Accessibility supports are available to English Learners and must be requested in advance. Please refer to the [list of Accommodations and Local Arrangements, and Accessibility Supports](#) for details. School staff must submit requests and supporting documents via the online Test Accessibility and Accommodations (TAA) System before January 11. If a student has previously-approved ACT accommodations, the test coordinator must still manually apply the accommodation to the state testing dates in TAA. Additional resources are posted to the [DPI ACT Accommodations and Supports webpage](#) and [DPI English Learner Supports webpage](#) for high school assessments.



Dynamic Learning Maps (DLM) Update



DYNAMIC
LEARNING MAPS

District Test Coordinators (DTCs) should begin adding their student and user data

into the KITE Educator Portal. DLM has created online resources to help DTCs with their upload needs. These short videos will walk you through the required steps found within the Data Management Manual. Should DTCs need continued assistance, the DLM Helpdesk is available to help with data uploads. Please remember when emailing the Helpdesk not to
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Dynamic Learning Maps (DLM) Update

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include personally identifiable information regarding your students. Once students and users are added, users can begin to complete First Contact Surveys and Personal Needs Profiles. Test administrators need to complete the required Moodle training before they will be able to administer testlets. The Moodle trainings are currently available on the DLM Moodle training site.

Instructional Tools Interface (ITI) is an optional component of the DLM system and is designed to help inform a student's instruction throughout the school year. ITI allows educators to develop a learning plan for a student and access the testlets before the spring test window. Educators will also be able to print a report showing a student's progress within the learning maps prior to the spring window. More information about ITI can be found in the Test Administration Manual beginning on page 82. Please note that students must be enrolled and rostered in the KITE Educator Portal prior to using ITI.

Please contact [Mike Peacy](#) with any questions that you may have about the DLM assessment.



ACCESS for ELLs® Update



DPI is now calculating growth on the ACCESS for ELLs, and providing growth dashboards in

WISEdash for Districts. Users with student detail level permissions can view both individual student growth percentiles (SGPs) as well as average school SGPs and average school subgroup SGPs.

The student level SGPs are located on each student's profile under the ACCESS tab in WISEdash. They contain the full testing history of the student, two years of SGPs, and a predictive fan for the upcoming year based on the past performance of students of the same ELP level and grade.

School-level SGPs can be found in the dropdown of the ACCESS tab under the ACCESS Growth heading. This page contains a graph for the percent of students making low/typical/high growth, one showing the mean SGP of each of your district's schools compared to those in the entire state, and it provides a dynamic crosstab which allows the creation of student cohorts and subgroups to explore the mean SGP within those groups.

We hope these new dashboards will be of use in program planning and continuous improvement efforts. For more information about SGPs, see our [Growth](#) page and, more specifically, the [ACCESS SGPs About the Data](#) page.



Assessment of Reading Readiness Update



The assessment of reading readiness requires each district to screen all 4 year old Kindergarten through 2nd grade students at least once each school year. As the 2018-19 school year is well under way, it is

expected that most students will have already been screened at least once. District assessment coordinators and reading specialists are encouraged to work with their teachers to ensure that all

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Assessment of Reading Readiness Update (Continued from page 4)

students are screened, results communicated to parents, appropriate interventions or remedial reading services are provided where necessary, and the results for all students be used to help guide instructional practices.

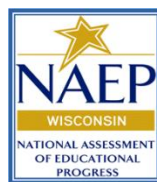
The Department will load 2018-18 PALS, MAP and STAR reading readiness results to WISEdash for Districts. Districts who had student data loaded for these screeners in 2017-18 will continue to have their data loaded in 2018-19. Districts that did not previously sign a data release will need to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:

- [PALS FAQ webpage](#)
- [MAP About the Data webpage](#)
- [Star About the Data webpage](#)

The Department will be sending out reimbursement forms to the district assessment coordinator for each district in late February/early March. Districts will be asked to indicate the screener or screeners used at each grade, the number of students screened and the amount the district is seeking for reimbursement. Once all reimbursement requests have been received, department staff will determine whether the appropriation is sufficient to reimburse the full amount requested by each district. If the appropriation is sufficient, each district will be reimbursed the full amount. If the appropriation is insufficient, payments to districts will be prorated. It is anticipated that all payments will be distributed prior to the end of the school year.

More information on the reading readiness requirements can be found at: [Reading Readiness Overview](#). In addition, an FAQ section can be found at: [Reading Readiness FAQ](#).

NAEP Update



NAEP 2019 pre-assessment preparations are well underway. Thank you to schools and districts for getting registered and started on MyNAEP. Sampled student lists will be posted on MyNAEP in early December. NAEP field staff representatives will be in contact with schools around that same time.

If you have any questions please contact [Angela Dugas](#), Wisconsin's NAEP State Coordinator.



Accountability Update

State Accountability



The final 2017-18 Accountability Report Cards were released publicly on November 13. If there are remaining questions, or if your district would benefit from OEA's assistance in understanding or conveying a message about your report cards, please reach out to us: reportcardhelp@dpi.wi.gov.

Looking ahead, we will be working to incorporate 9th and 10th grade Aspire data into the 2018-19 report cards. To that end, we will be providing secure preview reports – in SAFE on November 20th – so schools and districts can get a glimpse of how their value-added growth scores work when Aspire has been incorporated. These preview reports are secure and should only be shared with district staff.

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Accountability Update

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College and Career Ready (CCR) Update

As you have likely heard, we are working to add [college and career ready measures](#) to the Accountability Report Cards, in accordance with Act 59. Starting in 2018-19, all public school districts are required to report this and other course data for students in grade levels 7-12. This includes a variety of career and technical education (CTE) data. The CCR and CTE data will be collected via the [Roster collection](#) in WISEdata.



WISEdata Roster is how districts that receive Carl Perkins funding are now required to submit CTE data annually. Many of the CCR data requirements in Act 59 also satisfy certain requirements under Carl Perkins, but not all. Additional data are needed in order to fulfill the remaining state and federal reporting requirements.

As a result of these reporting requirements, the [CTE team](#) has created CTE Data Reporting webinars, now available on the main [CTE data webpage](#). You can find the webinars under the "Latest CTE Data News and Updates" section.

1. The first webinar is a higher level review of the CTE Data Collection Process for 2018-19. Video and PowerPoint both available.
2. The second webinar goes into the specific CTE data reporting requirements and their relation to new College and Career Readiness (CCR) reporting requirements. Video and PowerPoint both available.

Please share these training resources within your district, including your [district's Roster team](#), WISEdata leads, CTE staff, and accountability staff, as some of these data will be reported in future report cards. Note the new Roster Dashboards described below!

Dashboard Updates

As you likely know, the 2017-18 WSAS results were released publicly in WISEdash (WISEdash Public Portal) on October 2. A copy of the [press release](#) with statewide data, by grade and subgroup, is helpful to have when analyzing local performance.

ACCESS for ELLs Student Growth Percentiles (SGPs) for 2016-17 and 2017-18 are now available in WISEdash for Districts. The percentile and growth level are displayed in the student list upon drilling into any ACCESS chart as well as on the ACCESS tab of the Student Profile. See the English Learner update for more information.



There is a new topic area located under the "WISEdash" tab in WISEdash secure called "Rosters" that show summary information for the 2016-17 and 2017-18 student course roster data from WISEdata. Summary dashboards were designed to help districts understand the distribution of students taking courses and course subject areas by the various student demographics. There is also a trend metric to help districts understand how subject enrollment changes from year-to-year. For more information, see the [Roster: About the Data](#).

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Accountability Update

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Upcoming Snapshot

All schools and districts should be preparing for the December 4, 2018, WISEdata snapshot. Like last year, the December snapshot is a critical event, impacting districts' accountability data, high poverty aid, IDEA, and more. When the snapshot is taken on 12/4/18, districts are certifying the following data are accurate:

- 2017-18 Year End Attendance, Discipline & Completion (graduation, dropout, etc.)
- 2018-19 Third Friday of September (TFS) Enrollment
- 2018-19 October 1 Child Count of students with disabilities

Here are recommended next steps for districts:

1. If you haven't already, establish a data team to manage and support a high-quality, accurate WISEdata snapshot.
2. Take time to incorporate a careful WISEdata review into your data team's workflow. Over the course of the next few weeks, districts should verify the above data are accurate in both WISEdata and WISEdash. We have a number of resources to guide your district through the snapshot prep process, including how to use the Snapshot Dashboards in WISEdash.
 - a) [Snapshot Preparation Presentation](#)
 - b) [About the Data Snapshot Dashboards](#)
 - c) [Snapshot Reference Guide for WISEdata Contacts](#)
3. Add key dates and deadlines from the WISEdata Events Calendar to your local planning.
4. Including the district's Roster Data Team in WISEdata planning now is important to ensure that your Roster data are accurate and ready in preparation for that snapshot (which will be next year). Recall that Roster will be the source of a number of new college and career-ready data elements that are required to be included in future Accountability Report Cards.

Please contact the [WISEsupport Help Desk](#) if you need any assistance or have snapshot questions.



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.





What is the difference between graduating class and statewide ACT testing data?

ACT produces profile reports for Wisconsin schools and districts using two different data sets. DPI includes data for both of these data sets in WISEdash.

- ACT Graduating Class data includes the most recent ACT score for each 2018 high school graduate. ACT released national results for ACT graduates data in a press release on October 17, 2018. Schools and districts received Profile Reports from ACT for the 2018 graduating class in October. These data are currently found in WISEdash for Districts.
- ACT Statewide Testing data includes only the test score for each student who took the test as a grade 11 student during the statewide administration in February/March 2018. These are the data that are used for accountability and to create report cards. ACT sent state testing profile reports to schools and districts in June. Statewide testing data is currently found in WISEdash public and WISEdash for Districts under the WSAS dropdown menu.

FAQ...

Reminder – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment
[ACT/Aspire/WorkKeys FAQ](#) [Forward Exam FAQ](#) [DLM FAQ](#)

Q. Will there be a sample letter available to send home to parents about upcoming assessments?

Yes, there is a sample letter available about upcoming assessments available on the [DAC Resources webpage](#). There is also an Information for Families Brochure for each assessment available under each assessment's resource page.

Q. Where can I find information about Parent opt-out?

There are FAQs related to Parent opt-out under each assessment's FAQ.

Q. If a student is absent for both the initial and makeup ACT test dates, can he test on the emergency test date?

Yes. Schools are expected to use the ACT initial test date (February 20) for school-wide testing if school is in session, but the makeup (March 12) and emergency (April 2) test dates may both be used to give all students an opportunity to test.

Q. Where can I find important testing dates?

Each assessment has a calendar webpage in its submenu that is specific to that assessment. More information about each specific assessment's key dates, deadlines, publication releases, etc., may be found on those pages.

Q. What do I do if an accommodation request I submitted to ACT is not approved?

Denied requests can be resubmitted for reconsideration until January 25. Please submit accommodations requests as soon as possible so that there is time for resubmission if necessary.

Q. Do I need to test a student who was expelled from school for the duration of the testing window?

Yes. The district/school is responsible for testing any expelled student who remains enrolled in the district and is receiving educational services during the testing window. They should be considered the same as any other student in your school. Special arrangements may need to be set-up for testing the student if they are not permitted on school property, such as off site testing. If the student is not able to be tested, they will count as a non-test participant for accountability purposes.

Building Assessment Literacy

Strategic Assessment Project Update – New Resource

A new resource, [Ms. G's Year of Assessment](#), was created to serve as an example of how a classroom teacher can successfully implement a strategic assessment system within his or her classroom throughout the school year. This resource provides a look into three different classrooms including an elementary English language arts classroom, a middle school mathematics classroom, and a 9th grade high school physical science classroom. Within each example, Ms. G thoughtfully plans her formative, interim, and summative assessment activities specific to the grade level, content area, and student needs. Teachers can use this resource as a general guide on what a strategic system would look like at their grade level or within their content area. Administrators can use this resource in conjunction with the DPI created [Strategic Assessment video series](#) with PLCs, teacher teams, or school or district-wide professional development activities.



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